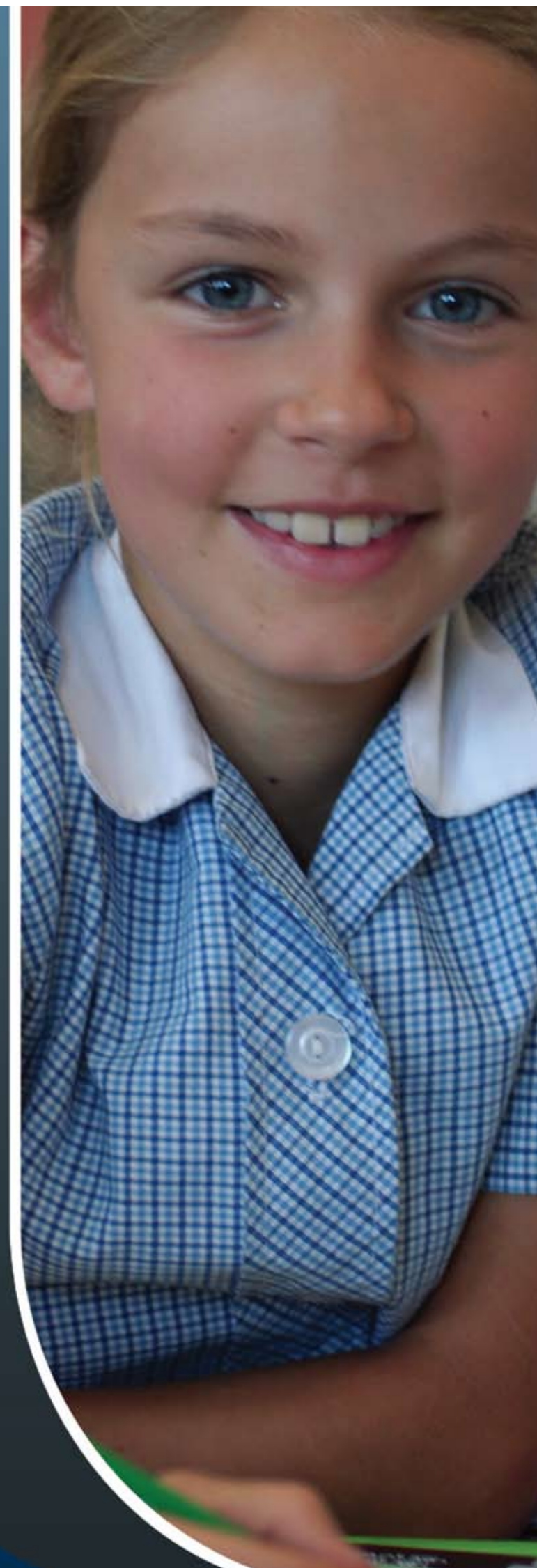


Preparatory School Curriculum Plan

Years One to Eight



St Andrew's College

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St Andrew's College



St Andrew's College Preparatory School

Curriculum Plan Years 1 to 8

This plan has been prepared as an overarching document from which all aspects of the curriculum are coordinated.

The purpose of this plan is to give clear guidance on the important school-wide learning to be achieved in the curriculum, and a statement of expectation that forms the basis for reviewing the quality and effectiveness of programmes and learning outcomes.

The plan has nine sections:

1. Vision
2. Principles
3. Values
4. Key Competencies
5. Curriculum Content Objectives
6. Assessment
7. Reporting
8. Key Content Areas
9. Review

The Preparatory School is required to ensure that the curriculum is consistent with the College Charter and reflects the intention and philosophy of the New Zealand Curriculum. The curriculum also incorporates the needs, resources and priorities of our community.

'Curriculum' is defined as all of the programmes, activities, events and experiences that take place in the school, including the interactions, materials and environment through which students learn. It is to be expected that there may be times when there is a discrepancy between the planned or 'intended' curriculum and the 'actual' curriculum, depending on the opportunities and circumstances that arise.

The achievement objectives in the New Zealand Curriculum document are part of this plan.



St Andrew's College

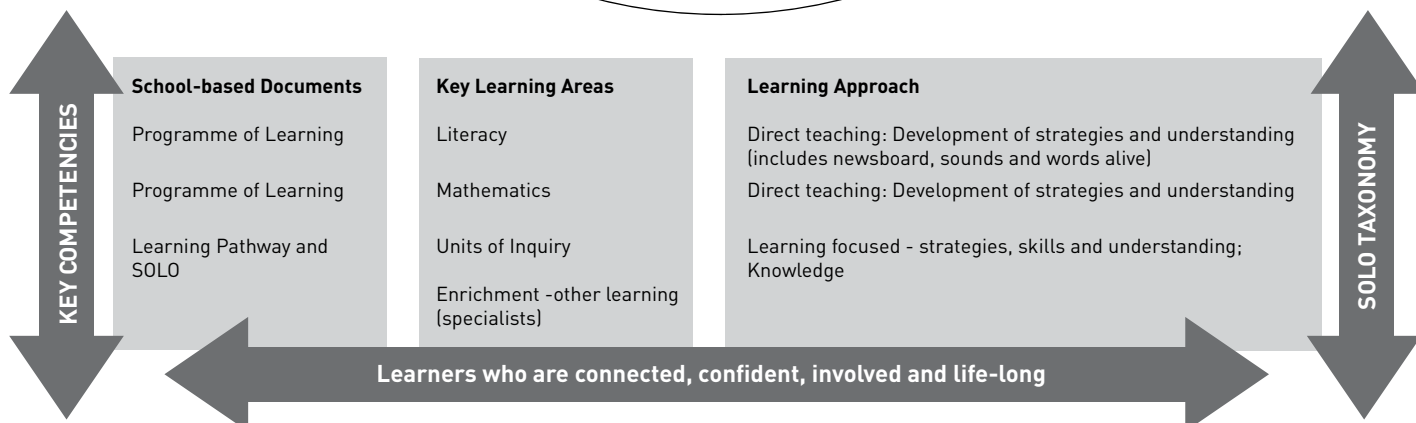
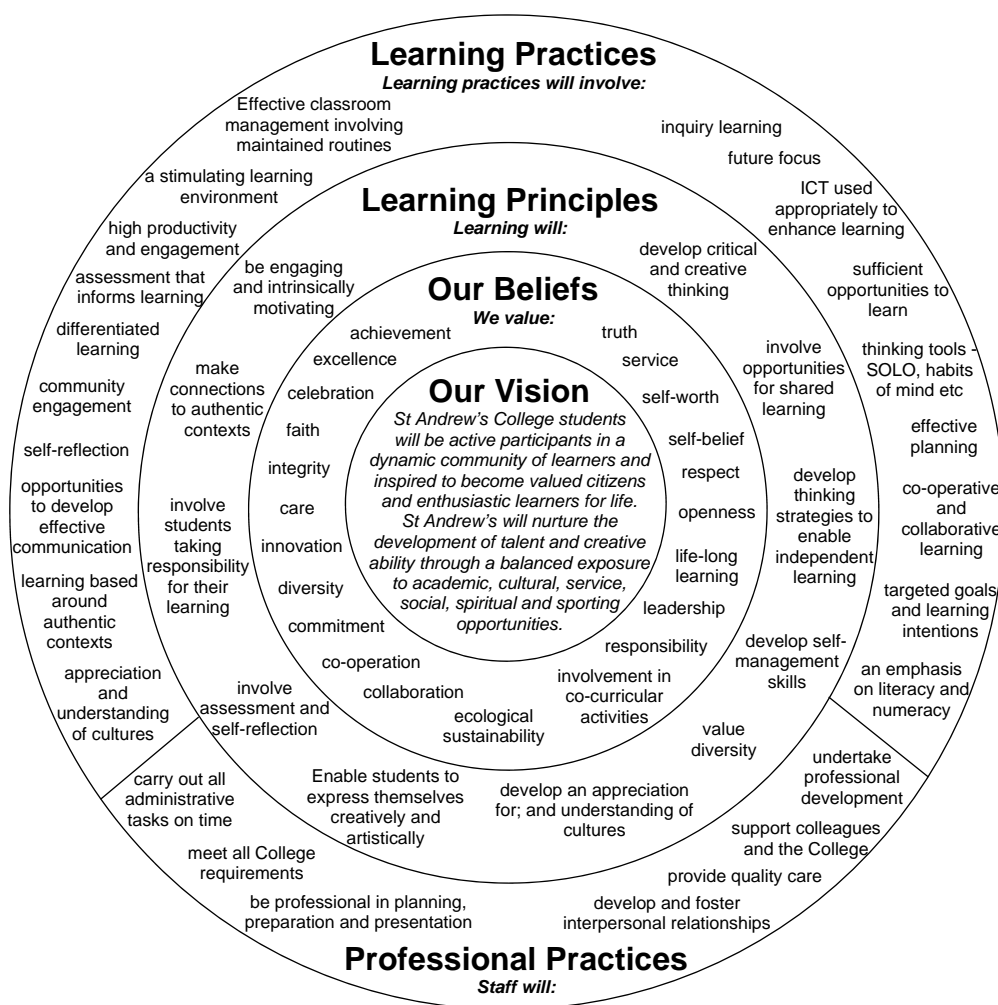
1. Vision

“Our vision is for young people who will be confident, connected, actively involved, lifelong learners.”

The New Zealand Curriculum, Ministry of Education, 2007

St Andrew’s College students will be active participants in a dynamic community of learners and inspired to become valued citizens and enthusiastic learners for life. St Andrew’s will nurture the development of talent and creative ability through a balanced exposure to academic, cultural, service, social, spiritual and sporting opportunities.

St Andrew’s College Preparatory School: Vision for Learning Model



2. Principles

High expectations

“The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.” NZC

At StAC:

- Using the SOLO taxonomy framework, students are given a scaffold to achieve higher order thinking and outcomes.
- The whole school publicly acknowledges the successes of individuals, groups and teams with awards and certificates through such devices as assemblies, StAC publications, visits to the Principal, letters to parents and prizewinnings.
- The Head of Learning Enrichment and the Head of Learning Support work with staff to ensure that class programmes meet the needs of all levels of learners in the school.
- The Learning Progress report focuses on maximum growth and individual success where goals are set for student learning.
- Students learn to take responsibility for their learning to complete set tasks and meet deadlines.
- Students are involved in setting and evaluating targeted goals.
- Learning intentions are shared and able to be verbalised by students.
- Students develop a high level of respect for community values and demonstrate a high level of respect in a variety of situations.

Cultural diversity

“The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of its people.” NZC

At StAC we:

- Understand and respect that different cultures make up New Zealand society.
- Promote non-racist attitudes and behaviours.
- Recognise that students may need to meet more than one set of cultural expectations.
- Consider and respect the traditions and beliefs of cultural groups within the local community.

Inclusion

“The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.” NZC

At StAC:

- Gifted and Talented students are catered for through curriculum differentiation in classrooms.
- We offer additional extension programmes such as Kids’ Congress, Extension Writing and Robotics Club.
- We provide learning support to identified students with learning deficits and disorders.
- Students are extensively involved in co-curricular activities both sporting and cultural.
- A range of assessment strategies is used to inform learning and identify next steps for students.
- Students receive weekly Religious Education lessons and all students attend a weekly daytime chapel.
- The Developing Positive Relationships (DPR) values of compassion, faith, hope, honesty, respect, generosity and responsibility are profiled in chapel services and promoted by staff both inside and outside the class.
- Students are given many opportunities to participate in education outside the classroom.

Coherence

“The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.” NZC

At StAC:

- Teachers develop children’s core competencies and knowledge in literacy and numeracy and ensure the process of learning includes the development of skills and strategies.
- Integration and inquiry learning underpin other curriculum areas such as science, social studies, health and technology.
- ICT use is integrated in a variety of ways to enhance student learning and outcomes.
- Opportunities are provided for students to share experiences and resources from pre-school to Year 13.

Principles (continued)

Future focus

“The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.” NZC

At StAC:

- Teachers utilise opportunities wherever possible for transfer of learning into authentic real-life contexts.
- Social action is an important part of the inquiry learning process.
- Students are given opportunities to develop leadership through service to the school.
- Broad themes are selected to allow for exploration of future focused issues.

Treaty of Waitangi

“The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.” NZC



At StAC:

- During their time in the Preparatory School, all children are involved in programmes which reflect New Zealand’s bicultural heritage.
- The principles of the Treaty of Waitangi are incorporated in classroom programmes.

Community engagement

“The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities.” NZC

At StAC:

- Parent education meetings are regularly offered to inform parents of new developments or programmes in the school.
- Parents, past pupils, current students and staff are invited to offer support in various ways.
- Connections are developed between students at different levels of the school.
- An awareness of individual and community responsibility is fostered through class programmes.
- Students use community and personal resources to enhance their learning.

Learning to learn

“The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.” NZC

At StAC:

- A range of thinking and learning strategies is specifically taught and implemented in authentic contexts.
- Students are involved in setting and evaluating specific goals for their learning.
- Teachers and students collaboratively develop learning intentions and success criteria.
- Teachers provide specific feedback about learning and identify next learning steps.
- SOLO taxonomy is being developed to assist students and teachers in assessing the cognitive complexity of students’ understanding when mastering new learning.
- SOLO taxonomy is used to provide a common language of learning for staff and students across the College.

3. Values

Students will be encouraged to value:

- excellence, by aiming high and by persevering in the face of difficulties;
- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively;
- diversity, as found in our different cultures, languages, and heritages;
- equity, through fairness and social justice;
- community and participation for the common good;
- ecological sustainability, which includes care for the environment;
- integrity, which involves being honest, responsible, and accountable and acting ethically;
- and to respect themselves, others, and human rights.

NZC, page 10

St Andrew's College is the only independent co-educational primary and secondary school in the South Island. We are a Presbyterian school that focuses on Christian values, delivering an all-round education through outstanding teachers, facilities and a positive, caring environment. The most natural way for children to learn is in a safe family environment and this is what we offer along with a balanced and holistic education in an environment steeped in tradition and yet firmly facing the challenges of the future.

The values expressed within our school charter are truth, excellence and faith: to seek truth, pursue

excellence and grow in faith. At St Andrew's College we encourage, model and develop the New Zealand Curriculum values through our school charter and our own Developing Positive Relationships (DPR) values of compassion, faith, hope, respect, generosity, honesty and responsibility.

Compassion – empathy expressed in action and demonstrated in the school climate and in community service.

Faith – faith in God and the power of goodness over evil.

Hope – resilience and the ability to bounce back; an optimistic worldview.

Honesty – integrity, truth, consequence.

Respect – respect themselves, others and human rights, equity through fairness and social justice.

Generosity – a giving attitude expressed in personal relationships and community service.

Responsibility – a willingness to take responsibility for self, others and issues.

As well as weekly Religious Education in the classroom, all students attend a weekly daytime chapel. The services are led by one of our three chaplains, The Reverend Hamish Galloway (College Chaplain), Mr Paul Morrow (Assistant Chaplain and Head of Religious Education) and Mrs Jillian Fenton (Preparatory School Chaplain). The Developing Positive Relationships (DPR) values are profiled in services and supported by classroom programmes. One of these values is a focus each term.



4. Key Competencies

From the Gazette

“Key competencies are the capabilities people need in order to live, learn and contribute as active members of their communities. They are critical to sustained learning and effective participation in society and work.”
Education Gazette 18.09.06.

The key competencies are relevant to all learning areas and activities. They know no subject boundaries. They are developed simultaneously with all content areas of the curriculum. Our school-developed key competencies are displayed prominently in each classroom and students reflect on these and select from the rubric for the purpose of goal setting.

	JUNIOR	MIDDLE	SENIOR
Managing Self	I can manage personal belongings. I can independently prepare myself for the school day. I keep trying. I can stop and think.	I can set and reflect on personal goals I am self-motivated with a ‘can-do’ attitude. I am responsible, reflective and resourceful I can manage impulsivity.	I act with integrity and demonstrate independence amongst my peers. I am personally organised and maintain commitment to achieving set goals. I can make well-informed choices. I take responsibility for my own learning. I am a positive role model to other students.
Language, Symbols and Texts	I can find relevant information from one source. I can talk about a picture. I can use digital technologies with assistance.	I can find relevant information from more than one source and more than one place and compare the information. I can interpret a visual image. I can use a range of digital technologies with assistance.	I can bring in relevant information from a range of sources and places and evaluate its reliability. I can interpret, compare and contrast visual images. I can confidently use a range of digital technologies to assist my learning.
Participating and Contributing	I work cooperatively. I listen with empathy. I help others.	I respond appropriately as a group member I make connections with others and create opportunities for others within a group. I have a sense of belonging and the confidence to participate in new situations.	I positively contribute to group work. I care for the local environment. I am open to new learning. I am aware of local, national and global communities and issues. I take on roles and responsibilities within a group.
Relating to Others	I take responsibility inside and outside of the classroom. I can behave appropriately in group situations.	I can reflect on the effect of my words and actions I demonstrate respect and empathy for others I listen actively and respond appropriately to others.	I can listen to the ideas of others and respond appropriately. I show acceptance of social/cultural difference.
Thinking	I can use a ‘Hat’. I am interested in learning new things. I can ask appropriate questions. I can tell you about my learning.	I can ask appropriate and relevant questions. I can sort and use information. I can evaluate my learning in relation to my goals I can determine which thinking strategy will be most useful for a task.	I am able to use multiple thinking strategies. I demonstrate curiosity in my learning. I can reflect on my own understanding. I ask questions and challenge assumptions. I am able to apply my learning in different contexts.

5. Curriculum Content Objectives

A summary of curriculum content and planning

The New Zealand Curriculum

The Preparatory School Curriculum is developed under the guidelines and philosophy of the New Zealand Curriculum and takes into consideration the special nature of St Andrew's College. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning.

The Curriculum identifies the principles for all learning and teaching programmes in New Zealand schools. The principles are based on the premise that the individual student is at the centre of all teaching and learning.

Balanced coverage of the New Zealand Curriculum

The Preparatory School programmes of learning reflect the eight learning areas and principles, values and key competencies as outlined in the New Zealand Curriculum, and are based on developing specific learning outcomes taken from the Achievement Objectives. Programmes take note of the special character and culture of the St Andrew's College community. Subjects included are: English, Mathematics and Statistics, Science, Social Sciences, The Arts, Health and Physical Education, Learning Languages and Technology.



Whole School Planning

Co-ordinated programmes of work for mathematics and statistics, English and Integrated Learning Pathway are used by the staff. The programmes of work cover levels one to five of the curriculum and give guidance to staff on areas such as long term planning, curriculum coverage, differentiation and assessment. They follow a schedule of review and renewal.

Classroom Planning

Teacher planning includes long-term plans developed from the above whole school programmes of work with achievement objectives translated into unit plans, and a clearly displayed timetable and planning of specific learning outcomes to make the purpose of classroom programmes clear. Planning reflects the needs of the class as determined by careful ongoing evaluation of the students.

Resources

The curriculum budget is managed by a curriculum committee and chaired by the Head of Education. Selected budgets still remain under individual control but topics and contexts included in the whole school plan receive priority resourcing and development. The librarians record and collate all resources within the school.



6. Assessment

“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides.” NZC p39

At St Andrew’s College we gather assessment information in a variety of forms, from informal observation and note-taking to using standardised tools. Assessment information is used to:

- create the most appropriate learning experiences for students;
- provide feedback to students;
- identify the next learning steps;
- improve the achievement of individual students and groups;
- modify teaching programmes;
- evaluate the success of teaching and learning
- Inform strategic planning and ongoing professional learning;
- provide information about the quality of the learning;
- evaluate achievement, disparity and barriers to learning.

Assessment procedures

The following assessment procedures are used to inform learning and teaching:

Diagnostic: (Leveling against national data, annual tracking)

A variety of tests and assessments are completed and analysed at the beginning of the year and wherever applicable, to identify across the school potential talents and needs for extra help. Within the classroom, such assessment will inform the teaching and learning strategies and resources, and may also occur at the start of a unit.

Formative:

Formative assessment checks on student progress during the course of a unit of work to find gaps in knowledge and skills, misconceptions, remedial and extension needs.

Formative assessment involves a wide range of activities for students and teachers, including pre- and post-testing, e-asttle, anecdotal notes, running records, work samples, conferencing and oral performance. Formative comment is given by the teacher both verbally and in a written form. Formative assessment work is collated in the student portfolio.

Summative: (beyond diagnostic)

Summative assessment is used in a limited way to meet specific requirements.

Student Portfolios:

Student portfolios are a valued and integral part of the children’s learning and achievement. Portfolios contain a work sample record that tracks a student’s individual progress and development from point of entry until point of leaving. Set criteria for entries into the portfolio are set in a cycle ensuring that key areas of the curriculum are covered. The document is sent home twice during the year. The portfolio is an assessment, recording and reporting tool.

Recording procedures

Cumulative Record:

The cumulative card forms a tracking record of the individual student from time of entry until point of leaving the Preparatory School.

The content comprises:

- The recording of diagnostic and summative results.
- Teacher comment.
- Stages of development for individual students.
- A record of academic and co-curricular achievements and participation.

Learning Progress Report:

The learning progress report is sent home in Terms 1 and 4 and is stored at the front of the student portfolio. It is followed by parent interviews.



The content comprises:

- A summary of initial testing and data collected for mathematics and literacy.
- Individual next learning steps for mathematics and literacy.
- An individual key competency-related goal.

Mid Year Report:

The mid year report is sent home at the end of term 2 and is followed by parent interviews.

The content comprises:

- A summary of student progress towards syndicate based key competency goals.
- Information around student progress during new learning in integrated inquiry work.

- Specialist staff assessment of skills, knowledge and behaviour during lessons.
- Teacher comment.

Class Description:

The class description document is produced during term 1 but is revisited during the year to check ongoing relevance and accuracy.

The content comprises:

- A statistical description of the class by age and academic ability including medical, behavioural and social anecdotal observations on students.
- Programme emphasis and students in need.

7. Reporting to Parents

Reports

There is a full learning progress report in Terms 1 and 4 in reading, writing and mathematics showing levels of achievement measured against the national standards. In Terms 2 and 4 a combination of teacher judgment around key competencies, new learning and targeted comments will be used to accurately portray the student's current level of development and future aims.

Parent interviews

The school has an open door policy and encourages parents to make contact with staff whenever they feel a need. It also encourages staff to contact parents.

Following an initial period of individual diagnosis and information gathering by classroom teachers, parent interviews are held at all class levels by the end of Term 1. This will be a time to discuss the learning progress report and set goals for semester one. A second round of interviews is scheduled after mid-year reports have gone home.

Student portfolios

As a report vehicle this folder will be taken home twice per year (Terms 1 and 3), for parents to observe and comment on. The contents of this portfolio follow set criteria as prescribed by the leadership team.



8. Key Content Areas

Mathematics including numeracy

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

It is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics;
- competence and confidence in mathematical knowledge, strategies and concepts;
- an ability to solve problems, to reason, to think logically and to work systematically and accurately, transferring new learning into meaningful contexts with flexibility of mind;
- perseverance, initiative and an ability to work both independently and in cooperation with others;
- an appreciation of the importance of sharing mathematics by discussing, explaining and reporting.

English

"English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language." NZC p18

It is our aim to develop:

- effective oral, written and visual communicators who can think deeply and critically;
- students who understand the information they receive from listening, reading and viewing;
- students who can create meaning for themselves and others when speaking, writing and presenting;
- students who can fully access all areas of the curriculum;
- effective citizens in society.

Integrated Learning Pathway (includes Social

Science, Science, Technology and Health)

Integrated learning involves a process of exploration, questioning, making discoveries, and testing the

reliability and validity of these discoveries to create new understanding.

It is our aim to:

- provide students with the opportunity to pursue learning in a real context;
- develop their skills in all aspects of literacy, creative and critical thinking, effective communication and high productivity;
- explore, gather, organise and present information in order to see the relationships and links between their learning and to use these to make sense of their world;
- use SOLO taxonomy as a tool to identify the increasing complexity of student performance for understanding when mastering new learning.

Other Learning Areas

Learning Languages

Students receive 1 session a week of Spanish teaching from years 1-6. At Year 7 students receive a semester of Spanish and a semester of French. In Year 8 students receive a semester of Spanish and a semester of Japanese. These classes are taken by specialist teachers.

The Arts

Students attend specialist lessons for visual art, dance, drama and music. Where possible the content and context of these lessons are integrated into classroom inquiry units. These classes are taken by specialist teachers.

Health and Physical Education

The aim of Physical Education is to provide a range of experiences which will assist in the development of long-term, self sufficient physical well-being, thereby fostering self-esteem, mental awareness and social wellbeing.

Students attend one session a week with a specialist PE teacher. This is followed up by a lesson with the classroom teacher.

Religious Education

As well as weekly Religious Education in the classroom, all students attend a weekly daytime chapel. The services are led by one of our three chaplains, The Reverend Hamish Galloway (College Chaplain), Mr Paul Morrow (Assistant Chaplain and Head of Religious Education) and Mrs Jillian Fenton

(Preparatory School Chaplain). The Developing Positive Relationships (DPR) values of compassion, faith, hope, honesty, respect, generosity and responsibility are profiled in services. One of these values is a focus each term.

Technology

Students in Year 7 and 8 students attend 1 session a week of materials technology. Students also attend

a semester (1 session a week) of food technology lessons and one semester of fabric technology during their time in Year 7 and 8.

Science

Science is generally incorporated in integrated learning throughout the school year. Some topics however are treated as stand-alone science units when appropriate to do so.



9. Review

Accountability procedure for this plan

This curriculum plan establishes three areas of review:

1. Curriculum
Accountability procedures for the Curriculum Plan
2. Policy and procedure
Review procedures for policy
3. Personnel
Staff performance review and development

The purpose of review is to reflect on what has been and to plan for moving forward.

1. Curriculum Review

The Curriculum Review is intended to review the performance (success) of the Preparatory School's curriculum delivery, content and assessment. This is part of an on-going accountability process involving the following:

- Curriculum and learning audit.
- Five year professional development and curriculum review plan.
- Syndicate planning and professional development.
- Assess to Learn strategies.
- Annual integrated learning planning.
- School-wide assessment plan.
- Staff performance review.

2. Personnel: Annual Performance Review

The process of staff performance review includes a review of:

- School Expectations
- Job Description / Specific Responsibilities
- Annual development objectives both personally derived and school based

